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ABSTRACT

This book is a collection of conference proceedings, papers, comments, and other documents that was compiled as a response to the national controversy that erupted in the aftermath of the resolution on Ebonics by the Oakland Unified School District in late 1996. That resolution affirmed the need to incorporate an explicit focus on Ebonics in instruction as a means to combat allegedly racist practices in the schooling of African American children. The contributors to this volume are generally supportive of the inclusion of Ebonics into curricula and support the concept of language diversity in general. The book has two parts. Part one is entitled: "Ebonics in the Urban Education Debate: A Dialogue" and has nine titles: "Ebonics: Background to the Current Policy Debate"; "Response to 'Ebonics: Background to the Current Policy Debate'"; "Using the Vernacular To Teach the Standard"; "Educational Implications of Ebonics"; "Response to 'Educational Implications of Ebonics'"; "Black Language and the Education of Black Children: One Mo Once"; "Ebonics and Education in the Context of Culture: Meeting the Language and Cultural Needs of LEP African American Students"; "Response to 'Ebonics in the Context of Culture'"; and "Language Varieties in the School Curriculum: Where Do They Belong and How Will They Get There?" Part two is entitled "Background to the Ebonics Debate" and includes a variety of documents, including Oakland Unified School District's original resolution and a subsequent clarification; examples of legislative reaction from the 105th Congress, the Virginia General Assembly, and proposed California legislation; legal precedents; the reactions and comments of five renowned linguists; and organizational responses to the controversy from four national professional groups. (KFT)

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